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ABSTRACT

The Center for Education Professions (CEP) coordinated contacts between the University of Wisconsin's College of Education and the public and private schools of the La Crosse area. The synchronization was accomplished through the grouping of 23 multiunit area schools into a network called "Area Movement for Educationally New Dimensions" (AMEND). AMEND afforded bilateral change through mutual support programs. The AMEND schools were provided with facilitative services, in-service training programs, resource materials, public relations, and other maintenance assistance by CEP. AMEND schools also served as research laboratories for CEP personnel engaged in developing and field-testing materials for multiunit school curriculum. After one year, evaluation of this copartnership indicated that the program was functioning as intended. The organizational model has been established and as a result, roles and responsibilities in student teaching programs are being clarified. (The appendixes to the report include information on a) the program organization and constitution; b) implementation of resource materials; c) the roles of the supervisor, principal, and program unit leader; and d) the 1972-73 AMEND Plan of Action.) (BRB)

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62

A COPARTNERSHIP FOR BILATERAL CHANGE

UW - LA CROSSE
November, 1972

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A COPARTNERSHIP FOR BILATERAL CHANGE:

THE UNIVERSITY OF WISCONSIN - LA CROSSE
CENTER FOR EDUCATION PROFESSIONS (CEP)

AND

THE AREA MOVEMENT FOR
EDUCATIONALLY NEW DIMENSIONS (AMEND)

November, 1972

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OVERVIEW

The Center for Education Professions (CEP) was established by the University of Wisconsin - La Crosse to coordinate all contacts between the university's College of Education and the public and private schools in the La Crosse area. The goal of the CEP is to develop and maintain a cooperative partnership with these area schools.

In its efforts to promote the concept of individually guided education in multiunit elementary schools (IGE/MUS-E), the CEP has initiated a copartnership arrangement with the multiunit schools in southwestern Wisconsin.

Individually guided education is a system for formulating and carrying out instructional programs for individual children in which planned variations are made in what each child learns and his method of learning. The multiunit elementary school is the organizational plan for instruction and arrangements at the building and central office levels.

Presently there are 23 area multiunit schools in six school districts which belong to a network called AMEND (Area Movement for Educationally New Dimensions). The network was formed to encourage the sharing of ideas, experiences, needs and concerns among the member schools. The network also provides its teachers with a variety of planned activities aimed at increasing personal and professional growth.

The purpose of the CEP's copartnership endeavor with AMEND is to facilitate bilateral change through mutual support programs. The CEP provides inservice training sessions and resource materials for those schools implementing the IGE/MUS-E design. Facilitative

services, inservice training programs, resource materials, public relations and other maintenance assistance are provided for the AMEND schools once the design has been implemented into their curriculums.

Because teachers' roles have to be different with the type of organizational structure found in multiunit schools, changes must take place in the methods for preparing teachers for multiunit teaching assignments. The strengths of the AMEND organization are now being applied to meet these new challenges in teacher preparation. The network schools serve as training sites for a variety of clinical and practicum experiences in preparing UW - La Crosse students for IGE/MUS-E teaching duties.

AMEND schools also serve as research laboratories for CEP personnel engaged in developing and field testing materials for multiunit school curriculums.

After one year an evaluation of this copartnership indicates that the program is functioning as intended. The organizational model has been established and as a result, roles and responsibilities in student teaching programs are being clarified.

The success of the IGE/MUS-E implementation program is reflected in the AMEND network's growth from nine schools to 23 in the past year. The CEP will continue to work with other area schools as they adopt the concept of individually guided education. It is anticipated that the network will eventually expand to 50 or more schools.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	I. A Nuclear Design for Teacher Education	1
	II. The Center for Education Professions	2
	III. The Area Movement for Educationally New Dimensions	5
II	CEP SERVICES PROVIDED FOR THE AMEND SCHOOLS	9
	I. Facilitative Services	9
	II. Teacher Training Programs	10
	III. Resource Materials Center	14
	IV. Public Relations	15
III	AMEND SERVICES PROVIDED FOR THE UW - LA CROSSE	17
	I. Preservice Teacher Training Sites	17
	II. Onsite Research Laboratories	18
IV	AMEND SERVICES PROVIDED FOR ITS MEMBER SCHOOLS	21
	I. The Network Plan of Action	21
	II. Operating Funds	23
V	SUMMARY AND CONCLUSIONS	24
	APPENDIX	27
	I. Instructional Programming Model in IGE	28
	II. Organizational Chart of a Multiunit School of 600 Students	29
	III. PACT Agreement	30
	IV. Constitution of the AMEND Hub Committee	33
	V. CEP Resource Materials	35
	VI. Roles of the University Supervisor, Principal and Unit Leader	37
	VII. 1972-73 AMEND Plan of Action	41
	BIBLIOGRAPHY	43
	FOOTNOTES	44

TABLE OF CHARTS

Chart		Page
1	AMEND	4
2	The AMEND Hub Committee	6
3	CEP and AMEND	25

INTRODUCTION

A Nuclear Design for Teacher Education

The College of Education at the University of Wisconsin - La Crosse, last year initiated a new design for the teacher education program. Conceptualized as a nuclear design model, the aim is to consolidate the traditionally separate and often fragmented elements of teacher education--elementary, secondary; preservice, inservice; theoretical, practical; university, school--into a more unified and comprehensive approach wherein all elements are bonded together in "nuclear" fashion[1].

In this design, the College of Education is still the nucleus, but it is now surrounded by two newly created entities-- Education Resource Centers and the Center for Education Professions (CEP). The overall effort is an attempt to bring the university and cooperating area schools into closer partnership arrangements for improving the process of teacher preparation.

A basic assumption of the nuclear model is that both the College of Education and area schools--the two main elements in the teacher education process--have unique resources to offer each other in this process, but at the same time, each has special needs that can be met best by the other party. By identifying these needs and resources, the energy of mutual attraction and sharing is directed to form a dynamic pattern in which the Education and Resource Centers and the Center for Education Professions serve as bonding forces to hold the elements together[2].

The Center for Education Professions

The Center for Education Professions is an integral part of the nuclear design model. It serves as the agency for coordinating all contacts between the university's College of Education and the public and private schools in the La Crosse area.

The goal of the CEP is to develop and maintain a cooperative partnership with the area schools which will be mutually beneficial[3]. The schools are profiting through the CEP's joint efforts to improve their curriculums and upgrade the quality of their teaching staffs. This is accomplished through inservice and other training programs conducted at the university and in the schools.

In turn, the creation of realistic laboratory settings and coordinated efforts to provide clinical experiences in the schools for the preparation of teachers is an asset to the university.

The CEP staff is made up of four permanent members and eight project associates. Permanent staff members are Richard Rasmussen, CEP director; William Schmidt, director of student teaching; Peter King, public relations coordinator; and Mrs. Ruth Knutson, secretary.

Project associates for the CEP are Gavin Strand, network facilitator; Owen Nelson, field test coordinator of the Development of Mathematical Processes program; Don Davis, university representative on the La Crosse School District Junior High School Evaluation Committee; Norman Schein, coordinator of the secondary education pre-student teaching clinical program; Waldo Widell, coordinator of the science symposium program; Richard Rogers, university liaison with CESA 11 (Cooperative Educational Services Agency Number 11); Mrs. Karen Bast, university representative for LACE (La Crosse Area Computers in Education); and William Van Atta, field test coordinator of the Development of Physical Education Processes program.

A major thrust of the CEP is its efforts to promote the concept of individually guided education in multiunit elementary schools (IGE/MUS-E). Individually guided education is a system for formulating and carrying out instructional programs for individual children in which planned variations are made in what each child learns and his method of learning[4] (See Appendix, page 28). The Wisconsin Research and Development Center for Cognitive Learning (R and D), designers of the IGE and MUS-E programs, believes that each child's unique characteristics must be taken into account if he is to raise his level of achievement.

The multiunit elementary school (MUS-E) is the organizational plan for instruction and arrangements at the building and central office levels (See Appendix, page 29). This component must be integrated into the school organization if an effective IGE program is to be achieved.

The IGE/MUS-E concept has spread nationwide since its development in 1968. It is now being used by 200,000 students in 6,500 classrooms across the nation. The CEP's contributions to IGE/MUS-E are reflected in the program's continual growth throughout southwestern Wisconsin. Two years ago there was one multiunit school in the La Crosse area. After one year the number had grown to nine, and today there are 23 multiunit schools in six school districts banded together in a network called AMEND (Area Movement for Educationally New Dimensions)[5] (See map, page 4).

AMEND

Gale-Ettrick-Trempealeau District:
Galesville
Trempealeau
Sparta District:
Cataract
Lawrence-Lawson
Tomah District:
Camp Douglas
Lemonweir
Miller
Oakdale
Warrens
Wyeville
Onalaska District:
Fauver Hill
North Site
Pertzsch
Elroy-Kendall-Wilton District:
Elroy
Elroy Middle
Kendall
Wilton
La Crosse District:
Emerson
Hintgen
Hogan
Jefferson
Summit
Washburn

The Area Movement for Educationally New Dimensions

The AMEND network promotes cooperation among the member schools, encourages the sharing of ideas, experiences, concerns and needs encountered in the classroom and provides educators with a variety of planned activities aimed at increasing personal and professional growth[6].

The following statements reflect a rationale for this network[7]:

1. The network serves to legitimize school change because of a number of schools working toward the same objectives.

2. The network serves as a formal clearing house for identifying various personnel capable of serving as specific resources for member schools.

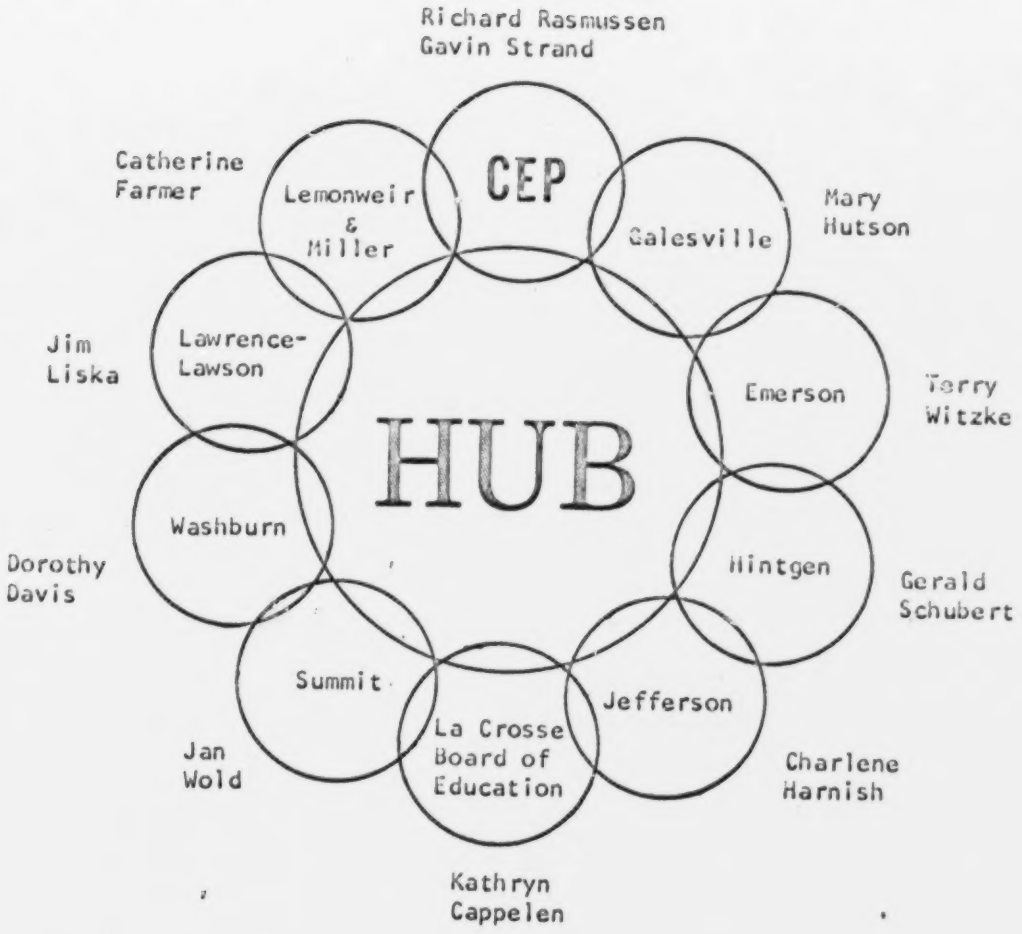
3. The network enables member schools to contribute to the identification of common problems and to solve them creatively.

4. The network provides a source of outside ideas to the individual units within the schools.

5. The network members are able to identify with one another as a source of peer group support.

The governing body of the AMEND network is known as the Hub Coordinating Committee[8]. This committee is composed of one representative from each school in the network (See chart, page 6). Each school is responsible for choosing its own Hub delegate, who may be a unit leader, staff teacher, building principal, curriculum director or superintendent. The CEP facilitators are also represented on the committee. The committee is responsible for the efficient operation of AMEND. All network activities are planned and coordinated through the Hub.

THE AMEND HUB COMMITTEE*



*This chart represents the original members of the Hub Committee.
The 14 new member schools have not as yet selected their Hub representatives.

To join the network, a school must agree to a total commitment to the IGE/MUS-E program. Such a commitment is made when a representative from the school's district signs a PACT (Participation to Activate Change Today) agreement with the Wisconsin Department of Public Instruction[9] (See Appendix, page 30).

Other schools now converting to IGE/MUS-E will join AMEND at various times in the future. It is anticipated that the network membership will eventually expand to 50 or more schools[10].

The AMEND network was formed in the fall of 1972 with nine charter member schools: Galesville; La Crosse Emerson, Hintgen, Jefferson, Summit and Washburn; Sparta Lawrence - Lawson; and Tomah Lemonweir and Miller[11]. A delegate from each building represented his school on the first Hub Committee.

Claude C. Beck, a former member of the CEP staff, was the university facilitator for the network and also served as the CEP representative on the Hub Committee. He and Richard Rasmussen made more than 60 multiunit presentations at the nine schools as they prepared to convert to the IGE/MUS-E system.

Members of the Hub developed a constitution to govern the operation of the network and the committee (See Appendix, page 33). To provide the proper funding for the operation of the network, every AMEND teacher who supervises UW - La Crosse student teachers and interns contributed the $75.00 stipend they receive each semester for their supervisory duties. This voluntary contribution provides the network with an annual operating budget of about $4,000[12].

The money is used to cover travel and meal expenses incurred for Hub meetings and the costs of sponsoring network-wide banquets, workshops and topic meetings for teachers, unit leaders and principals. The funds are also used to reimburse teachers participating in institutes, seminars and school visitation programs. Only the costs for travel, lodging, meals and registration are covered by AMEND monies[13].

The AMEND network is a self-renewal agency: all teachers contribute the $75.00 stipend every semester they supervise a UW - La Crosse student teacher or intern. The network is thus responsible for its own expenses and is guaranteed an operating budget with an ongoing student teacher/internship program.

CHAPTER II

CEP SERVICES PROVIDED FOR THE AMEND SCHOOLS

Cooperation is the key to a successful copartnership between the CEP and the AMEND schools. The purpose behind such a copartnership is to promote a "trade off" in which university personnel play a greater role through inservice work, and teachers in the field assume additional responsibilities for preservice experiences[14]. A sharing of ideas, needs, concerns, experiences, materials, facilities, resource personnel and other services is implicit in such a cooperative endeavor.

Facilitative Services

One role of the CEP personnel is to serve as network facilitators and to offer a visible demonstration of the commitment of the UW - La Crosse to provide leadership to those area schools commited to the concepts of IGE/MUS-E.

CEP Director Richard Rasmussen and Gavin Strand are the facilitators for the network. Their primary function is to serve as the liaisons between the schools and the university. They identify needs in the schools and apply the appropriate university services required to meet each need[15].

Such a need was identified at Summit School in La Crosse. The teachers in Summit's primary unit requested assistance from the CEP in developing additional skills for organizing independent learning. In response to this request, a minicourse program was set up at the school by Julia Steinke, UW - La Crosse instructor of elementary education.

Minicourse 8, "Organizing Independent Learning, Primary Level", was the program selected for use at Summit[16]. The learning package is a product of Far Western Laboratories for Educational Research and Development.

The 11 participating teachers were provided with all texts and audio-visual materials. Miss Steinke initiated class discussion and coordinated a micro-teaching program using audio-visual equipment from the university. A videotape made of each small group instructional session enabled the teachers to review and evaluate their own teaching techniques.

Each teacher received two undergraduate or graduate credits for participating in the course, which met six times over a three-month period. Teachers not enrolled in the class were invited to observe the micro-teaching sessions and to join in the discussions. As an outgrowth of the course, the teachers at Summit are attempting to obtain videotape equipment for the school so that the micro-teaching sessions can be an ongoing program.

Teacher Training Programs

The CEP facilitators conduct onsite inservice training sessions for those schools converting to IGE/MUS-E. They also assist multiunit schools in maintaining and improving their existing IGE/MUS-E programs and in developing and implementing new program models. Their multiunit presentations at local and state-wide conventions and other functions is one method of reaching educators who are not familiar with the IGE/MUS-E concept.

An additional service provided by the university through the CEP is a number of workshops and institutes offered throughout the year. The Department of Elementary Education, in conjunction with the CEP, annually offers a month-long Summer Institute for Staff Development in IGE/MUS-E Schools.

Ninety-nine educators from 34 schools in 16 school districts and one foreign country participated in the 1972 Summer Institute, held June 12 to July 7 at the university[17]. Teachers from all six AMEND school districts were enrolled in the four-week course. The institute was offered for principals, team leaders and staff teachers to develop specifically trained personnel for multiunit schools. The UW - La Crosse is one of six universities in the country selected as a teacher training site for the IGE/MUS-E program.

Thirty-one La Crosse teachers were enrolled in the course, along with 25 from the Elroy-Kendall-Wilton School District and 11 from Mishawaka, Ind., a suburb of South Bend. The enrollment also included teachers from Stoddard and West Salem, Wisc., Dakota and Hokah, Minn. and Chicago Heights, Ill. One teacher came from Okinawa, an island in the Pacific Ocean where US military installations are located.

The course dealt with six aspects of IGE/MUS-E implementation: behaviorai objectives, multiunit operations, grouping patterns, instructional programming, roles and responsibilities and IGE assessment. The goal for the participants was to master each concept and learn how to implement it in an IGE/MUS-E instructional program. Methods for measuring individual student achievement

and selecting proper instructional materials were also stressed in the institute.

Each participant took a pretest to determine his understanding of the six IGE/MUS-E concepts. During the workshop each student was responsible for strengthening his weakest areas (those in which he scored below 80% on the pretest). He could also devote a portion of his time to further developing his stronger areas.

Instructional units were formed and group objectives were set by the unit members. Individual and group study and rap sessions were carried out in the units.

A materials center was set up at the institute to provide the students with the latest IGE/MUS-E print materials, films, filmstrips and tapes. Most of the materials were developed by the Wisconsin R and D Center and the Institute for Development of Educational Activities Inc. (/I/D/E/A/).

Elementary students were brought to the institute to take part in a mini-math micro-teaching program. Each child worked with a participant in several micro-teaching sessions, each time covering a lesson prepared by the participant. A videotape was made of each session. When a lesson was completed the teacher reviewed the tape and analyzed his own teaching methods and lessons. Twenty participants took part in the program, which was conducted by Terry Witzke, principal of Emerson School in La Crosse.

Richard Rasmussen headed the institute staff. Other staff members were Terry Witzke; Marjorie Born, unit leader at Morgan L. Martin School in Green Bay; James Liska, principal of Sparta Lawrence - Lawson School; and James Rog, instructor of physical

education at the UW - La Crosse. Dr. Claude C. Deck, superintendent of schools in Onalaska, helped to coordinate the institute program and served as a part-time consultant during the institute.

Among the topics covered during the sessions were: "Individualization via Media", "Wisconsin Reading Design", "Planning Systems", "Self-Improvement Processes", "Unit Operations", "Roles and Responsibilities", "Open School Facilities", "Reporting to Parents" and "Goal Setting".

Other topics included "Group Dynamics", "Paraprofessionals", "Reporting Systems", "Assessment", "Individualizing with Contracts", "Developing Mathematical Processes", "Individualizing Movement Education - Scheduling", "Independent Learning" and "The IGE Classroom as a Teacher Education Center".

At the conclusion of the institute, the students took a post test on those IGE/MUS-E areas in which they had scored below 80% on the pretest. In almost all cases the post test scores were significantly higher than the pretest scores. It is anticipated that next year's Summer Institute may draw as many as 400 people.

Another CEP endeavor is the annual four-day Advanced Leadership Institute for Unit Leaders in Multiunit Schools. This year's institute, which was held Oct. 31 to Nov. 3, attracted 85 unit leaders and teachers from 38 schools in 22 school districts. Thirty-eight of the participants were from AMEND schools. Others came from throughout Wisconsin, Minnesota, Illinois, Ohio, Nebraska, Indiana, Wyoming and South Carolina. The institute was held at the university through the cooperation of the CEP, the Department of Elementary Education and the R and D Center.

The purpose of the institue was to provide unit leaders with specific training for multiunit schools. In a multiunit school organization, a unit leader heads a team of teachers who plan, carry out and evaluate instructional programs for the 150 children of their unit[18].

The six aspects of IGE/MUS-E implementation covered in the Summer Institute were refined and expanded in the Leadership Institute. In addition, a major thrust of the program was to present individually guided motivation (IGM), the system which assists teachers in encouraging each child to learn subject matter and to behave in socially accepted ways.

Four motivational-instructional procedures were stressed in the institute: "Adult-Child Conferences to Encourage Independent Reading", "Teacher-Child Conferences for Goal-Setting", "Guiding Older Children as Tutors" and "Guiding Children Toward Self-Directed Prosocial Behavior"[19]. Several teachers and administrators from AMEND schools were among the 30 institute consultants.

Resource Materials Center

A major edition to the CEP's services is its new IGE/MUS-E Resource Materials Center[20]. The resource center is housed in the CEP complex and contains the latest in materials and equipment. Filmstrips, cassettes, handbooks, films and print materials and kits are on hand and may be checked out or used in the resource center. Most of the materials have been developed and field tested by the R and D Center and /ID/E/A/ (See Appendix, page 35).

The resource center is also equipped with cassette recorders and filmstrip and motion picture projectors, and more audio-visual equipment will be added as the center expands. The facility is open to AMEND teachers and administrators as well as educators from schools converting to IGE/MUS-E. The resources are intended to assist teachers and administrators in successfully implementing and maintaining an IGE/MUS-E curriculum and organization in their buildings.

Public Relations

In order to encourage each AMEND school to communicate with the other schools in the network and with the CEP, a network newsletter has been established by the center. The publication, which is called the AMEND Approach, is edited and published by Peter King of the CEP staff. All costs of producing the bimonthly newsletter are met by the CEP.

A "reporter" from each network school is responsible for submitting material for inclusion in the newsletter. Topics for the articles usually relate to unit projects, school-wide activities and school participation in IGE/MUS-E field test programs. A periodic 'want ad" section enables the schools to request materials and ideas from other schools. The want ads can also be used by schools wishing to contribute their own resources to others. This type of cooperative exchange exemplifies the very purpose behind the establishment of the network.

Services and materials available from the CEP and graduate programs offered by the university are among the other items featured in the newsletter.

Each AMEND school is provided with enough copies of the newsletter so that every administrator, teacher, aide and student teacher/intern can receive one. In addition, the Approach is distributed to elementary educators, university personnel and IGE/MUS-E program developers throughout the United States. The total circulation is more than 1,000. A copy of each back issue accompanies this report.

King is also responsible for publicizing all newsworthy AMEND activities by arranging for the appropriate newspaper and television coverage. In addition, he forwards news releases to the various media and keeps a scrapbook of all network publicity items.

The services the CEP provides for AMEND, then, can be placed into four categories: facilitative services, training programs, resource materials and public relations. It is the CEP's constant endeavor to expand upon these services and to add still others in the future.

AMEND SERVICES PROVIDED FOR THE UW - LA CROSSE

Preservice Teacher Training Sites

A valid program of onsite preservice experiences for teachers rests upon the basic principle of joint responsibility and accountability. Toward the accomplishment of these ends, the AMEND schools are serving as laboratory settings for clinical and practicum experiences in the preparation of teachers[21].

Seventy-five UW - La Crosse student teachers and interns are teaching in AMEND schools during the fall semester of the 1972-73 academic year. Another 225 education students are in AMEND schools to participate in a variety of direct field experiences as the major emphasis for several education courses. The courses include Introduction to Education, Basic Dimensions, Humanism in Education, Adolescent Literature, Practicum in Physical Education with the Handicapped and Practicum in School Psychology[22].

The CEP has called upon university student teaching supervisors and AMEND school principals and unit leaders to define their own particular roles and responsibilities in working with student teachers and interns in multiunit schools[23]. The 1971-72 school year was the first time that UW - La Crosse student teachers and interns taught in multiunit schools.

The CEP staff felt that a meeting of all educators involved in the student teaching/internship program was necessary so that specific roles could be redefined. Roles need to be different with the type of organizational structure found in multiunit schools[24].

These roles and responsibilities, along with their implications, are described in a document prepared by the CEP staff. The report has been passed on to all schools in AMEND so that it can be used in each building's student teaching/internship program (See Appendix, page 37).

The university's cooperative preservice program with the AMEND schools is expected to grow in terms of student numbers and scope and quality of program content. Multiunit schools joining the network will provide still more laboratory settings for more students and an ongoing program evaluation will enhance the quality of onsite clinical and practicum experiences.

Through this joint endeavor in the schools, the university and the AMEND network are responding to a need for the development of specifically trained personnel for multiunit schools. A growing number of UW - La Crosse graduates are assuming teaching positions in AMEND and other multiunit schools.

Onsite Research Laboratories

Several AMEND schools are serving as research laboratories as the CEP staff develops and field tests materials for use in IGE/MUS-E schools.

La Crosse's Emerson School is cooperating with the CEP in preparing a complete inservice and preservice physical education program for elementary teachers. William Van Atta, a CEP project associate, and James Rog, UW - La Crosse instructor of physical education are developing materials to train teachers for instruction in movement education", a physical education program designed to

fit IGE school curriculums[25].

In keeping with IGE objectives and strategies, movement education calls for reorganization of physical education classes to meet the individual needs of students.

Materials are being developed in the areas of movement education assessment, individualizing with movement education and goal setting. The materials are expected to be completed by early summer of 1973.

Through the joint efforts of an AMEND school and the CEP, physical education training materials for IGE curriculums will be available to all multiunit schools at both the preservice and inservice levels.

Four AMEND schools are cooperating with the CEP in field testing materials for the R and D Center's Development of Mathematical Processes program (DMP)[26]. DMP materials for the kindergarten, first and second grades are now in the large-scale field test stage at Emerson, Kendall, Summit and Washburn Schools. Mishawaka, Ind., is also participating in the program.

Last year Galesville and Sparta Lawrence - Lawson Schools were two of eight schools field testing the DMP materials on a small-scale basis. Both schools have now implemented the DMP materials into their K-2 curriculums and are testing materials for the third grade.

AMEND schools will continue to be involved with the CEP in testing materials for kindergarten through sixth grade. The K-6 materials will be tested and revised until 1976, when the complete DMP program will be made commercially available.

Owen Nelson, a CEP project associate, is the DMP field coordinator. It is his duty to assist teachers in developing the skills they need for program implementation. He also examines the materials to determine any possible shortcomings and gathers teacher reactions to the program. All suggestions and criticisms are then forwarded by Nelson to the R and D Center for further consideration. Reactions and ideas are also shared with the teachers involved in the field test.

DMP was selected for use because it is the most complete math program available:

1. DMP is designed to fit into IGE/MUS-E school curriculums.
2. DMP is designed around behavioral objectives.
3. DMP is designed to fit the way children learn math rather than the way adults want to teach it.
4. DMP is designed to allow for a wide variety of instructional activities and manipulative materials.

The DMP and physical education programs illustrate the copartnership between AMEND and the CEP. Schools participating in the program have provided the CEP with the setting for field testing materials for IGE/MUS-E schools. When these materials have been thoroughly tested, revised and marketed, AMEND and all other multiunit schools will have the opportunity to implement these programs into their curriculums.

Curriculum improvement programs involve more than developing and testing new materials. A change in teachers must also take place if new programs are to be successfully implemented. For this reason the CEP staff is working with teachers as they prepare to use these new programs in their classrooms. Inservice sessions and small-group discussions are two of the methods used to facilitate such preparation.

CHAPTER IV

AMEND SERVICES PROVIDED FOR ITS MEMBER SCHOOLS

The AMEND network is dedicated to a "change in education" concept calling for continuous personal and professional growth in teachers[27]. A variety of network activities aimed at facilitating such growth is available to AMEND teachers, and it is the responsibility of all teachers to avail themselves of these opportunities.

The Network Plan of Action

The AMEND Hub Committee has developed a year-long series of network activities called the AMEND Plan of Action (See Appendix, page 41). Activities include a fall and spring banquet, a series of principals' meetings and topic meetings for teachers, meetings for unit leaders and an annual network worshop[28]. Each school in AMEND is responsible for organizing or hosting at least one network function during the year.

All AMEND teachers and administrators are invited to attend the network's annual spring and fall banquets. Each dinner features a guest speaker and usually attracts 200 or more multiunit educators.

The speakers selected for the banquets are leaders in individually guided education, multiunit school organization and related areas, such as group dynamics. In their presentations, the speakers generally try to give the teachers a better understanding of what is happening in education and how it affects them. The guest speaker at the AMEND fall banquet was Dr. Robert Chester, a research scientist at the R and D Center and project coordinator for the Wisconsin Reading Design.

The AMEND principals' meetings are designed to periodically bring the nework principals together to discuss school and network needs and concerns and to share ideas. Each principal can provide input and also take fresh ideas back to his own building. Such meetings prevent "isolationism" among the schools and help the network to function smoothly and efficiently. Until the first principals' meeting was held some of the school administrators had never met.

Principals from school districts outside of AMEND are invited to speak at the meetings so that the entire network can be provided with fresh input. Richard Larson, principal of Golden Lakes School in Circle Pines, Minn., spoke at the first meeting held this fall[29].

Regularly scheduled meetings for the network's unit leaders and teachers provide opportunities to discuss a number of topics relevant to multiunit school operations. Topics include study skills, the British integrated school day, minicourse programs and ecology. Each AMEND school district provides faculty time for teachers to attend these functions.

A two-day institute focusing on individually guided motivation was held for teachers and principals from the AMEND schools Nov. 2 and 3 at the UW - La Crosse. The training sessions, under the sponsorship of the AMEND network, were coordinated by James Rog and Jim Liska. Consultant services for the institute were provided by the UW - La Crosse, the R and D Center, the Department of Public Instruction and CESA 11. Teachers and principals from area multiunit schools also served as resource personnel during the sessions.

Operating Funds

Many of the AMEND teachers attend workshops and other conferences outside the network and then serve as resource personnel for the member schools. When one or more teachers are selected to attend a conference on behalf of AMEND, the network covers all expenses for travel, lodging, meals and registration[30].

The school district cooperates by providing faculty time for representatives to attend such conferences. It is understood that any teachers who are granted released time and expense money to attend conferences will serve as resource personnel when they are called upon by their own or other schools. In this way all teachers can benefit from a conference they did not attend. They can thus see a return on the $75.00 they contributed to the network's operating funds.

This past April, the network sent three representatives to the Wisconsin Design for Reading Skill Development Workshop in Madison, Wisc.[31]. The three delegates, Tarry Hall (Hintgen), Gerald Schubert (Hintgen) and Sue Engen (Lawrence - Lawson), brought back ideas and materials which they have shared with the AMEND schools at a number of inservice sessions.

Cooperation from the teachers, building principals and district administrators is essential if the network is to provide meaningful, viable programs for its schools. The AMEND Plan of Action is an example of such cooperation. It is not enough for the CEP to provide services for the network; the network must provide its own programs if it is to be a self-sustaining agency contributing to the personal and professional growth of its own teachers and providing settings and staff time for the training of future teachers.

CHAPTER V

SUMMARY AND CONCLUSIONS

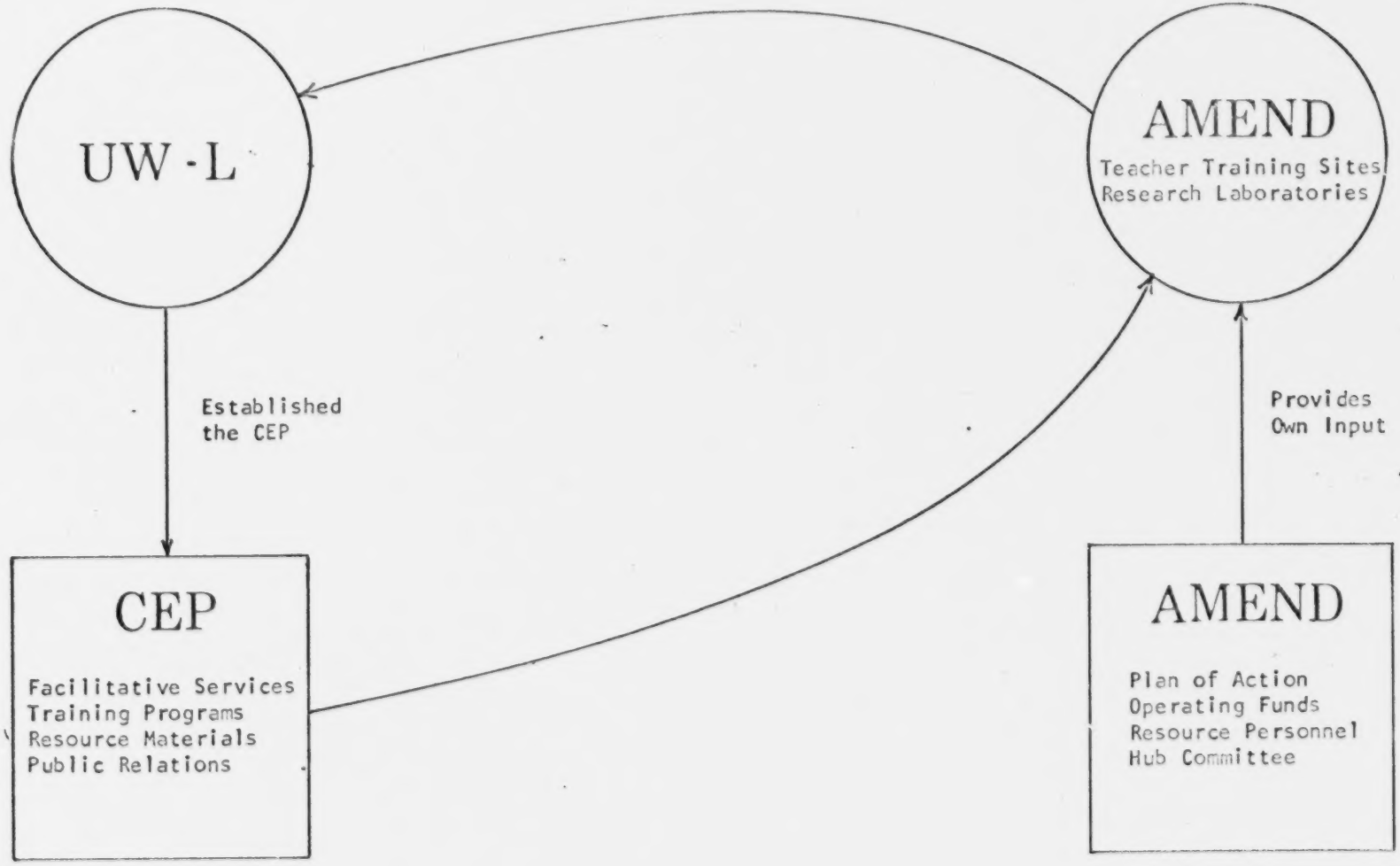
The CEP has an ongoing commitment to provide leadership to the schools committed to the concepts of IGE/MUS-E. While working with area schools in implementing individually guided education into their curriculums, the CEP continues to serve the AMEND network schools by providing facilitative services, training programs, resource materials, public relations and other maintenance assistance.

The CEP's efforts to promote IGE/MUS-E and its copartnership with the schools of the AMEND network are in keeping with the center's strategy to effect change within schools. By working more intensively at the inservice education level with professional personnel in these schools, it is anticipated that the kinds and quality of laboratory and clinical experiences for teacher candidates will be improved[32]. AMEND schools are also serving as research laboratories as the CEP staff develops and field tests IGE/MUS-E materials (See chart, page 25). Such a cooperative endeavor is a step forward in a program of continuous IGE/MUS-E curriculum development and improvement.

An evaluation of this copartnership indicates that the program is functioning as intended. The organizational model has been established and the strengths of the organization are now being applied to the challenges of teacher preparation[33]. As a result, roles and responsibilities in student teaching programs are being clarified.

The success of the IGE/MUS-E implementation program is reflected in its rapid growth in southwestern Wisconsin. Two years ago there

CEP & AMEND


UW-L
AMEND
Teacher Training Sites
Research Laboratories
Established
the CEP
Provides
Own Input
CEP
Facilitative Services
Training Programs
Resource Materials
Public Relations
AMEND
Plan of Action
Operating Funds
Resource Personnel
Hub Committee

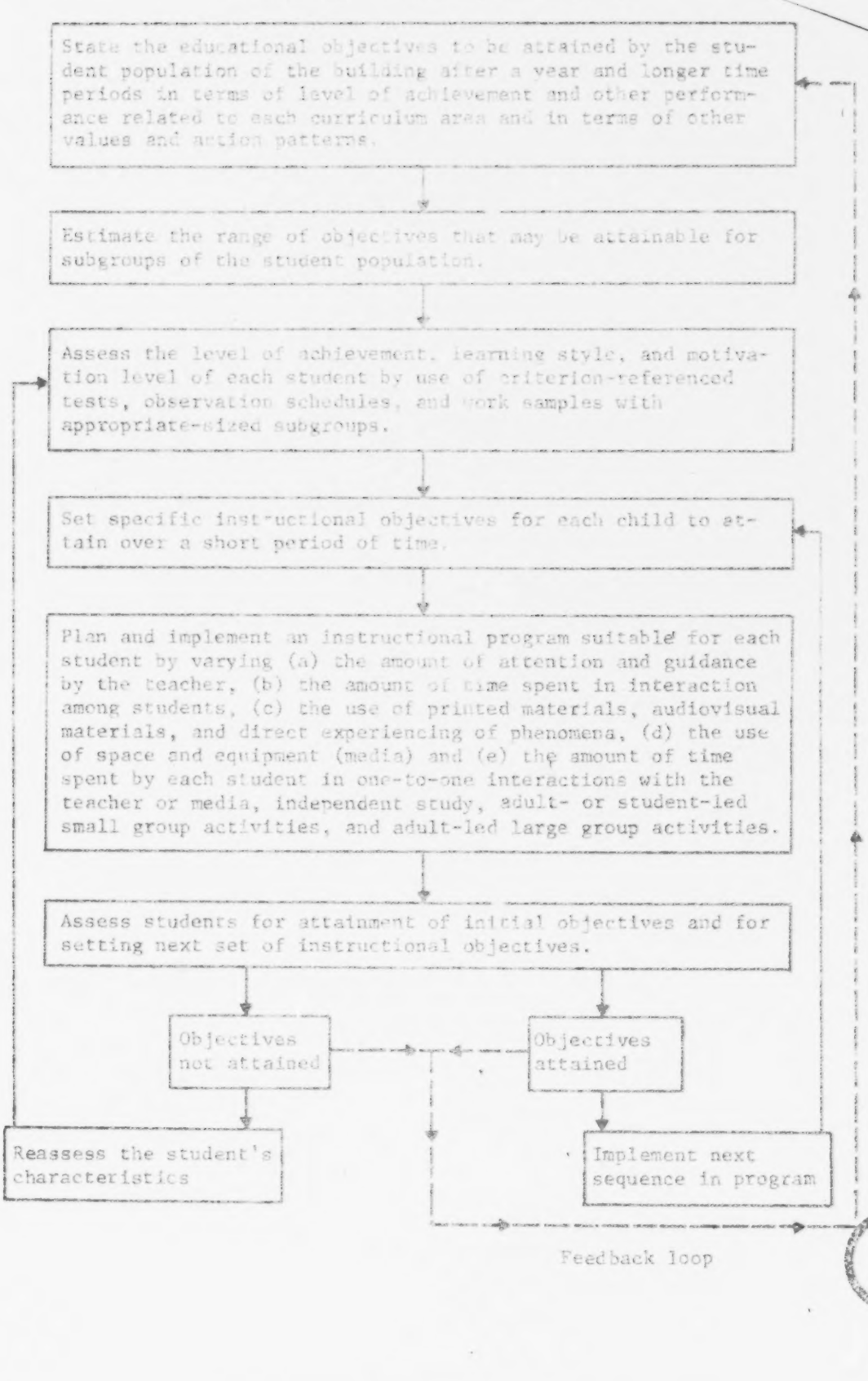
was one local multiunit school and today there are 23 belonging to the AMEND network. It is anticipated that AMEND will eventually expand to 50 or more member schools.

Meanwhile, as the network gains solidarity, it will provide more services for its member schools and play a greater role in improving the quality of teacher education programs at both the preservice and inservice levels.

APPENDIX

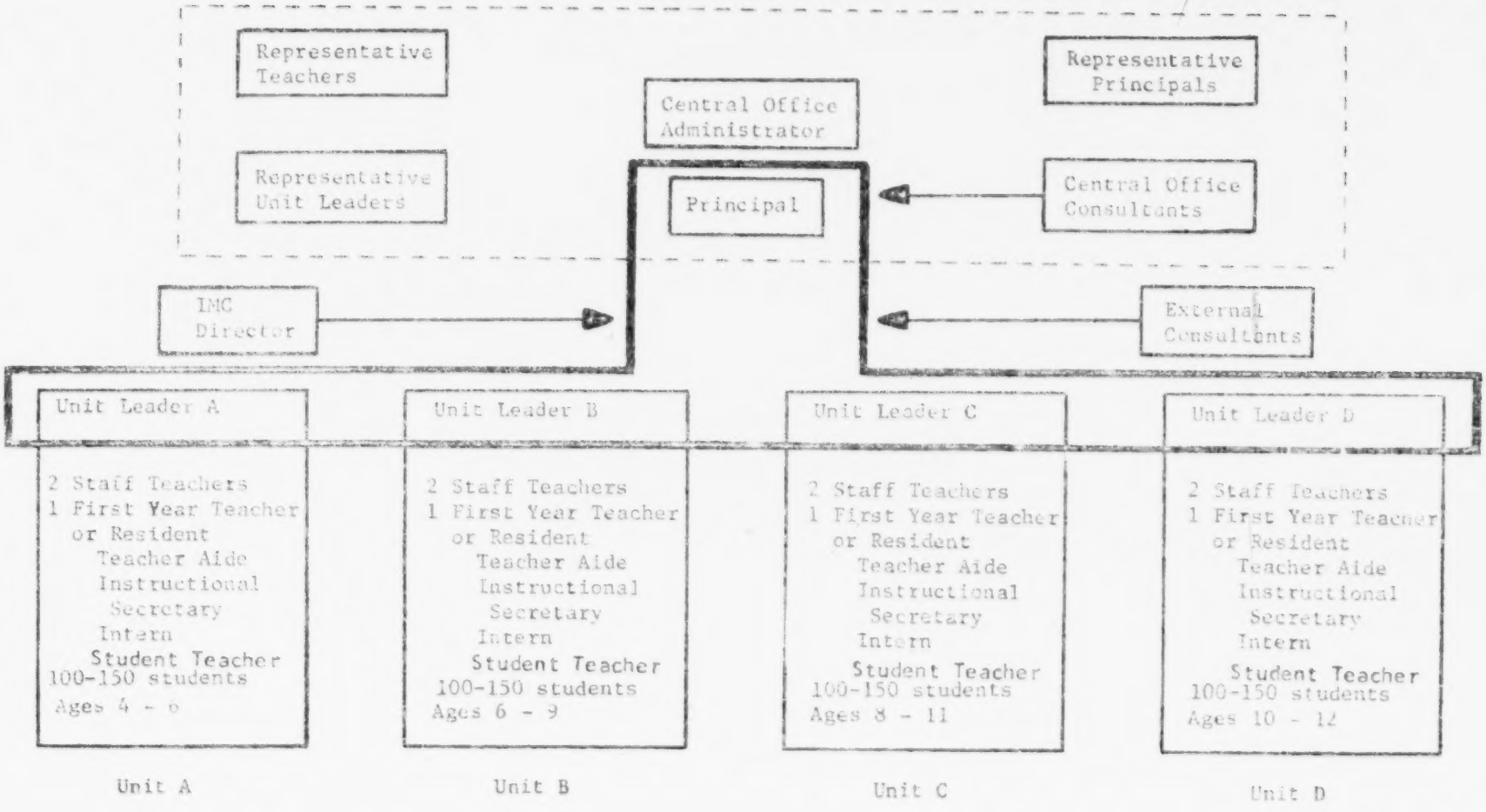
Figure 1

Instructional Programing Model in IGE


State the educational objectives to be attained by the student population of the building after a year and longer time periods in terms of level of achievement and other performance related to each curriculum area and in terms of other values and action patterns.
Estimate the range of objectives that may be attainable for subgroups of the student population.
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, and work samples with appropriate-sized subgroups.
Set specific instructional objectives for each child to attain over a short period of time.
Plan and implement an instructional program suitable for each student by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media) and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Assess students for attainment of initial objectives and for setting next set of instructional objectives.
Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback loop

UW-La Cross

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



Building Instructional Improvement Committee

System-Wide Policy Committee

UW-La Crosse

AGREEMENT BETWEEN

PARTICIPATION TO ACTIVATE CHANGE TODAY (PACT) SCHOOLS
and the DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF WISCONSIN

The Department of Public Instruction in Cooperation with /I/D/E/A/ Agrees to Provide at Developmental Cost:

1. A package of multi-media materials (including print materials, audio tapes, filmstrips and films) to be used in the in-service programs of cooperating schools. (See bibliography and attached price list.)

2. Materials, programs, and consultants for an intensive three-day workshop for principals and unit leaders to train them how to start an elementary school in the multiunit concept and the PACT network.

3. Materials, programs, and consultants for quarterly, regional, one-day workshops for principals and selected unit leaders (self-help in nature) in PACT schools.

4. A quarterly newsletter to all personnel of PACT schools

5. Assistance of an educational consultant from the Department of Public Instruction.

6. Assistance in securing interns and/or student teachers from cooperating universities for school system desiring these services.

Each Participating School System Agrees That They Will:

1. Assess present teachers and other school personnel relative to their inclusion in a multiunit school program.

2. Make necessary arrangements to include only compatible staff members in each unit and school. Allow those who do not wish to participate to transfer without prejudice to another building.

3. Designate one person in the district to be responsible for successful operation of PACT schools.

4. Select one component of "the system" for special emphasis with developments to be disseminated to PACT schools.

5. Provide funds for staff to attend necessary workshops and in-service programs.

6. Each school system must recognize the importance of a well planned local in-service education program to retrain staff. It is strongly recommended that during the second semester the principal and unit leaders conduct an in-service program. Suggested minimum amounts of time which are recommended to develop the multiunit elementary school concept are below.

February	4 hours	April	4 hours
March	4 hours	May	4 hours

Each school may determine whether they wish to hold sessions once a week, twice a month, once a month, or once every alternate month to achieve the minimum amount of time.

7. Hold a 3-5 day fall workshop in late August or early September developing I.G.E. in one subject area.

8. It is strongly recommended that the school system plan to hold four (4) workshop sessions of one half (1/2) day each during the 1971-72 school year for PACT schools.

9. Implement a minimal standard of "the system."

   a. Organize a complete building in multiunit design to include:

      (1) Multi-age/grade units.

      (2) Aide(s) for each unit.

      (3) Unit leaders, with released time for planning.

      (4) Establish an Instructional Improvement Committee (IIC) and delegate decision-making powers related to instruction to them. Make provisions to the IIC to meet regularly each week.

      (5) Provide 3-5 hours of instructional unit (cooperative team) planning time per week and during the school day.

   b. Curriculum --

      Grant each building permission for use of appropriate learning materials based upon needs of their children, that have these components:

      (a) Objectives in performance teams.

      (b) Assessment for each objective.

      (c) Diversified learning activities.

      (d) Post-assessment and evaluation.

c. Individualized Instruction --

(1) Encourage each building to utilize the concepts of Individually Guided Education.

d. Continuous Progress --

(1) Begin developing a non-graded or continuous progress program in PACT schools.

e. Parent Communication --

(1) Implement a planned program of parent communication for PACT schools.

10. Through encouragement by Central Office, develop greater flexibility in relation to materials, time, space, funds, and personnel.

Accepted by:

_____ _____
School District

_____
Authorized Signature

_____
Title

CONSTITUTION FOR THE AMEND HUB COMMITTEE

Article I - Name: The network will be coordinated by the committee known as Area Movement for Educationally New Dimensions (AMEND) HUB Coordinating Committee.

Article II - Purpose: The HUB Coordinating Committee is responsible for the efficient operation of AMEND. The HUB will plan and coordinate all network activities and call an annual membership meeting of AMEND schools.

Article III - Composition: The HUB Coordinating Committee shall have one representative from each of the MUS-E/IGE schools that have signed the PACT agreement. Representation shall be made up of administrators, unit leaders, and unit teachers. The chairman of the committee will be counted as one of the representative members. A representative of the DPI shall serve as a resource person and act as liaison to the Department. A CEP (Center for the Education Professions) representative from UW-La Crosse will serve as facilitator for this network.

Article IV - Meetings: The HUB Coordinating Committee shall meet monthly during the school year, the time and place to be determined by the group.

Article V - Term of Office: Each member of HUB will serve a three-year term. Each year one-third (1/3) of the committee shall retire and be replaced.

Article VI - Officers and Duties: The annually elected officers of HUB shall consist of a chairman, a recorder and a finance chairman.

The chairman shall act as chairman of the committee and of all related groups, or appoint a representative to attend selected group activities. The chairman shall appoint two (2) HUB members to serve on the finance committee. This committee shall be charged with developing and implementing fiscal policy of the AMEND.

The finance committee shall be in charge of dispersal of funds.

The recorder shall take the minutes of all HUB meetings, and notify members of the group concerning meetings.

Article VII - Auxiliary Personnel: The UW-La Crosse facilitator shall be a member of the Center for Education Professions. His duties shall be those of an executive secretary. He shall make provisions for an editor who shall be responsible for collecting, organizing and editing material for the AMEND newsletter and acting as AMEND Historian.

Article VIII - Election: In March, HUB will contact the local school and/or district stating whether they should send an administrator, unit leader, or teacher to HUB. The local school and/or district will decide what person in the designated category they will send to serve on the committee, beginning each term in May. Each local school and/or district may follow whatever procedure they wish to fill their vacancy on HUB. In May, HUB will elect its officers for the next school term by majority vote.

Article IX - Funding: Funding will be determined by the HUB Coordinating Committee and UW-La Crosse. Funds available for functioning of this network will consist of monies ordinarily paid to cooperating teachers in our student teaching program. These funds are in a special account at UW-La Crosse. The HUB Coordinating Committee has discretionary power for the expenditure of these funds.

Article X - Procedure: All actions will be governed by Robert's Rules of Parliamentary Procedures.

CEP RESOURCE MATERIALS FOR AMEND SCHOOLS

Filmstrips with cassettes

The IGE Learning Program
Organized for Learning
IGE Learning Modes
Performance Testing and Observation
The IGE Planning System
Building the IGE Learning Program
IGE: A Reach for Tomorrow
Communicating with Parents
Managing the IGE Learning Program-I
Managing the IGE Learning Program-II
Managing the IGE Learning Program-III
The IGE League
What It's Like to be in IGE
IGE Implementation
Design in Review
Instructional Programming in IGE
Skills and Objectives
Assessment
Teacher's Resource File
Preparation for Instruction
Focusing Instruction
Educational Objectives
Study Skills
Self-Directed, Interpretive and Creative Reading
Student Orientation
Design in the Total Reading Program

Films

Unit Meeting
Many Roads
Tuesday
One at a Time Together
Individually Guided Motivation - An Overview
Encouraging Independent Reading
Setting Individual Goals for Learning
Guiding Children as Tutors
Guiding Children Toward Self-Directed Behavior
The Corona Affair.

Other Materials

IGE Outcome Cards for Teachers
Color Me IGE
IGE League Handbook
IGE Learning Styles
IGE Multi-age Grouping
Implementation Guide
Individually Guided Education
Principal's Handbook
The Learning Program
Unit Operations and Roles--IGE
IGE in the Multiunit Elementary School
IGE and the Multiunit Elementary School--
(Elementary Education for the 1970's)
Multiunit Schools--1971-72 Directory
IGE and the Multiunit School--
Guidelines for Implementation
Individually Guided Motivation--
Guidelines for Implementation
Individualizing Instruction in Math
Individualized Instruction--
Recommendations for Implementation
Individualized Instruction--
Its Problems and Some Solutions
Individualized Instruction--
Materials and Their Use
Individualized Instruction--
Diagnostic and Instructional Procedures
Individualized Instruction--
Objectives and Evaluation Procedure
Individualized Instruction--
Its Nature and Effects
Individualized Instruction--
A Manual for Administrators
Individualizing Instruction--
Materials and Classroom Procedure
The Wisconsin Reading Design for
Reading Skill Development--
Work Attack
The Kids that IGE Loves
Organizing Independent Learning--
Primary Level (Minicourse 8)
Behavioral Objectives--
Teacher Success Through
Student Performance
Continuous Progress Education--
A Practical Approach

ROLES OF THE UNIVERSITY SUPERVISOR, PRINCIPAL AND UNIT LEADER IN MULTIUNIT SCHOOLS

Roles of the University Supervisor and their Implications

In the supervision of student teachers and interns, the university supervisor will:

1. Be knowledgeable of the IGE/MUS-E, system and building philosophy.

2. Conduct pre-student teaching/internship activities aimed at familiarizing students with the IGE/MUS-E philosophy and operation.

3. Have pre-student teaching/internship conferences with the student teacher/intern to develop personalized objectives for the student teaching/internship experience. These conferences will be shared with the unit leader.

4. Participate in a minimum of two unit meetings and one IIC meeting per semester.

5. Follow up the unit meeting by observing the student teacher/intern in the implementation of plans made in the unit meeting. The supervisor will also provide the student teacher/intern with proper feedback.

6. Serve as an agent in developing an open concept in line and staff communication.

7. Arrange for appropriate inservice activities relating to unit operations, supervision of student teachers/interns and curriculum and instruction center activities. The supervisor will also make available films, filmstrips and print materials as they are needed.

8. Arrange conferences with the lead teacher and principal throughout the semester to evaluate the student teacher/intern. The supervisor will also apprise the student teacher/intern of his progress.

9. Write, upon request, a letter of recommendation for the student teacher/intern's placement files.

Implications for the university supervisor:

1. The supervisor will need to arrange blocks of time for visitation, visiting less often but staying longer each time he visits the site.

2. All IGE/MUS-E student teachers/interns should be assigned to one or two supervisors, enabling the supervisors to "block" their schedule and carry out their responsibility more effectively.

3. Consideration should be given to assigning one supervisor to a building for a full year, rather than assigning several supervisors over that same period. This will allow for a greater degree of continuity.

Roles of the Principal and their Implications

In the supervision of student teachers and interns, the building principal will:

1. Orient the student teacher/intern to the school program, school community, physical plant, staff and building regulations.

2. Formally observe the student teacher/intern at least two times per semester. Each observation should be followed by a conference with the student teacher/intern.

3. Provide counsel for the student teacher/intern as requested.

4. Arrange "out of class" experiences consistent with the objectives of the student teaching/internship experience.

5. Work with the IIC in developing a list of desirable school-wide experiences and activities for the student teacher/intern.

6. Participate in periodic student teacher/intern evaluations.

7. Conduct meetings for all student teachers/interns at least two times per semester to solicit feedback for program improvement and to provide "update" information for the student teachers/interns. This information should be shared with the supervisor and team leaders.

Implications for the principal:

1. In order to provide a good student teaching/internship experience, the principal must establish a humanistic and open environment in the school.

2. The principal must be actively involved in the student teaching/internship program.

3. The principal should enable staff members to visit other schools and attend conferences and workshops related to program improvement.

Roles of the Unit Leader and their Implications

In the supervision of student teachers and interns, the unit leader will:

1. Coordinate student teaching/internship activities to facilitate total unit or team involvement.

2. Acquaint the student teacher/intern with the unit teachers, students, IMC and supplies and equipment needed for the implementation of the school program.

3. Formally observe the student teacher/intern at least two times per month. Each observation should be followed by a conference with the student teacher/intern.

4. Organize a schedule which will enable the student teacher/intern to work with all unit teachers in all curriculum areas. The following aspects of IGE/MUS-E implementation should be emphasized: behavioral objectives, instructional programming, multiunit operations, roles and responsibilities, grouping patterns and IGE assessment.

5. Develop a list of desirable experiences within the unit for the student teacher/intern.

6. Coordinate and report an evaluation of the student teacher/intern within the unit.

7. Allow the student teacher/intern to study as well as practice teaching.

Implications for the unit leader:

1. The unit leader will identify the school population, socio-economic levels, local mores and customs which will effect the best teaching practices and techniques to be employed by the student teacher/intern.

2. The unit leader will be responsible for making conferences with the student teacher/intern an integral working part of the unit. Time will be provided for the unit leader to confer regularly with the student teacher/intern.

3. The unit leader will provide the student teacher/intern, principal and university supervisor with a schedule of the student teacher/intern's responsibilities within the teaching unit.

4. The student teacher/intern should become involved in the unit meetings.

5. The student teacher/intern should be given sufficient time to visit and observe other school and community situations.

6. At the unit meetings all members of the unit should be involved in the student teacher/intern evaluation.

7. The student teacher/intern should be given sufficient time to study teaching and carry out some independent planning.

1972-73 AMEND PLAN OF ACTION

Sept. 11	AMEND Hub Committee Meeting.
Sept. 18	AMEND Fall Banquet, UW - La Crosse. Social Hour in the Newman Center, 6-7 pm, dinner in the Cartwright Center Hall of Presidents immediately after. Guest speaker is Dr. Wayne Otto, principal investigator for the Wisconsin Reading Design.
Sept. 22	Principals' Meeting. Topic: "The Function of the IIC". An organizational session will also be a part of this meeting.
Oct. 16	AMEND Hub Committee Meeting.
Oct. 18	Topic Meeting, 1-3:30 pm at Hintgen School, La Crosse. Topic: "Study Skills". Teachers and unit leaders should try to attend.
Oct. 27	Unit Leaders' Meeting, 1-3:30 pm in the Bluffview Room, fifth flcor Grandview Foundation Building, UW - La Crosse. Film: "The Corona Affair". The film will be the basis of discussion for the meeting.
Oct. 31	Four-day Advanced Leadership Institute for unit leaders in multiunit schools at the UW - La Crosse. Individually Guided Motivation (IGM) will be emphasized. The institute runs through Nov. 3. Limited to 50 unit leaders; a $75.00 stipend is awarded.
Nov. 2	Two-day Individually Guided Motivation Workshop for AMEND teachers at the UW - La Crosse. There is no credit or stipend awarded.
Nov. 20	AMEND Hub Committee Meeting.
Dec. 7	Topic Meeting. Topic: "The British Integrated School Day".
Dec. 18	AMEND Hub Committee Meeting.
Jan. 15	School Exhibit and Workshop, 3:30-9 pm at Jefferson School, LaCrosse.
Jan. 15	AMEND Hub Committee Meeting.
Feb. 19	AMEND Hub Committee Meeting.
Feb. 27	Topic Meeting, 1-3:30 pm at Summit School, La Crosse. Topic: "Minicourse 8: Organizing Independent Learning, Primary Level".

March 15	AMEND Spring Banquet.
March 19	AMEND Hub Committee Meeting.
April 6	WWEA Convention, Tomah. Presentation: "The Dick and Strand Show".
April 16	AMEND Hub Committee Meeting.
April 18	Topic Meeting, Emerson School, La Crosse. Topic: "Ecology".
May 21	AMEND Hub Committee Meeting.

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FOOTNOTES

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